

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             Received              Texas Education Agency              2014 MAY -9 PM 11:55              Document Control Center           </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	<b>Four</b> complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
New Diana Independent School District	230-906	Robert F Hunt Elementary/101 and New Diana Intermediate School/102	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-6003702	7	1	077602126

Mailing address	City	State	ZIP Code
1373 US Hwy 259 S	Diana	TX	75683

**Primary Contact**

First name	M.I.	Last name	Title
Melissa	K	Ryan	Federal/State Programs Dir.
Telephone #	Email address		FAX #
903-663-8000 x 306	mryan@ndisd.org		903-663-7375

**Secondary Contact**

First name	M.I.	Last name	Title
Holly	A	Duncan	Director of Curr. & Instruction
Telephone #	Email address		FAX #
903-663-8000 x 206	hduncan@ndisd.org		903-241-7393

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Carl	E.	Key	Superintendent
Telephone #	Email address		FAX #
903-663-8000 x 203	ckey@ndisd.org		903-241-7393
Signature (blue ink preferred)			Date signed

*Carl E. Key*

Only the legally responsible party may sign this application.

701-14-107-060

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

New Diana ISD has developed a three year Technology Plan that will lead us towards implementation of a Bring Your Own Learning (BYOL) across the district. Funds from this grant will help expedite the plan by increasing the amount of digital tools and Internet access available to economically disadvantaged students. Currently only 2% of the students enrolled in New Diana ISD have access to devices provided by the school that are available to take home. The funding from this grant will allow the purchase of additional devices as well as providing mobile WiFi for the 25% of students participating in the lending program who currently do not have Internet access at home. One of the primary objectives of New Diana ISD as stated in the 5 year Strategic Plan is to increase the level of engagement so that every child can reach his or her highest potential. In order to achieve this goal the district must change from the current traditional model of instruction to one that is based on integrating technology in the process of learning. Ensuring access for students through loaned equipment for learning at school and at home, as well as implementation of electronic instructional materials, are key to this transformation.

**Budget**

To develop the budget the Superintendent, Technology Director, Curriculum Director, Campus Principals, Special Program Director and District Media Specialist met to determine the campuses and grades with the greatest student needs and highest teacher readiness. Once the grades were selected, the committee discussed what electronic instructional materials were currently being used and what additional resources would benefit student learning the most. It was then decided to purchase 140 tablets with protective cases, two mobile carts and 38 mobile Wifi devices. The cost and vendors were provided by the technology department and approved by the committee.

**Demographics**

New Diana ISD is in Diana, Texas which is an unincorporated community in Upshur County located 48 miles northeast of Tyler, Texas. New Diana ISD is a single attendance zone comprised of one elementary school; one intermediate school; one middle school and one high school. New Diana ISD serves approximately 1,000 students.

U.S Census Bureau's data for our area shows the following statistics:

Quick Facts	Upshur County	Texas
Median Value of owner-occupied housing units, 2008-2012	\$89,000	\$128,000
Per capita money income in past 12 months 2008-2012	\$22,772	\$25,809
Median household income, 2008-2012	\$45,696	\$51,563
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	14.4%	26.3%

More than 16% of the adults in the county have not obtained a high school diploma. Fewer than 14.4% have a Bachelor's degree or higher which is well below the state average of 26.3%. 42.2% of the students at New Diana Intermediate and 51.8% of students at Robert F. Hunt Elementary are considered economically disadvantaged. Students from such families often have limited access to technology equipment and to resources. Approximately 25% of the students on the selected campuses do not have Internet at home. New Diana ISD wants to minimize, even negate, that effect, believing that increased access to equipment and digital content will benefit students.

**Needs Assessment Process**

The needs assessment process was designed and coordinated by district level administrators who access and acquire data from multiple resources. For this grant campus, student and community statistics and feedback were shared with campus administration to determine highest areas of need. The committee will compare the data collected from the lending program with the initial needs assessment. Based on this information, updates, and/or changes in the needs assessment process can be made.

**Management Plan****Central Administration will:**

- Coordinate the project
- Develop guidelines, procedures and curriculum that align with the District Curriculum and Technology Plans
- Purchase, setup and maintain equipment
- Support instruction and technology for the campus

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Campus will:**

- Meet with Central Administration to plan and implement the program
- Plan and participate in professional development activities
- Observe teaching and learning in the classrooms
- Deliver equipment
- Provide information and assistance to parents

**Evaluation**

Measureable criteria included in the District Technology Plan and criteria specifically related to grant requirements will be used to evaluate the program through-out the timeframe of the grant. The goal to increase student engagement will be measured through the completion and success of the following components; the application of the skills and knowledge acquired through quality professional development, the ability to adhere to scheduled activities such as the purchase and set up of equipment, curriculum revision, and delivery of information to stakeholders, collection and analysis of feedback from surveys and student achievement data. Clear expectations of the program and an electronic method to submit data will be coordinated and shared by District and Campus staff at the beginning of the 2014 school year. Participants will have regularly scheduled meetings to discuss data during the project and a year-end meeting to evaluate the overall effectiveness of the project along with revision and planning for next year.

**Statutory Requirements**

New Diana ISD plans to use funds from this grant to purchase devices for third, fourth, and fifth grade students in order to create transformational, digital-age instruction. Funds from this grant will also be used to provide Internet access in the homes of economically disadvantaged students that have limited access to educational resources. Currently only 2% of the students enrolled in New Diana ISD have access to devices provided by the school that are available to take home. This lending program will allow us to increase that number by 15%. Funding from this grant and other funding sources will be used in a cohesive manner to help us achieve the goals of the District Technology Plan to provide access for 100% of the students through a combination of BYOL and the Lending Program.

**TEA Requirements**

At the beginning of 2013-2014 the district researched, developed, and produced a written plan of action that would address major updates needed in technology. District leadership required that each step of the plan was aligned with the goals of the District Strategic Plan. While the existing District Technology Plan incorporated many of the TEA program requirements, there were some areas of the plan that were yet to be determined. The TEA program requirements assisted the district by providing a process to prioritize and select the focus groups. Once the grade levels were selected and the additional funding amount was known, the committee was able to move forward with scheduling training, revising curriculum, selecting resources and preparing budgets. All TEA requirements are completely and accurately identified in depth within the application. By coordinating local funds with the grant funds, achieving the objectives written in the District Technology Plan could occur at least 1 year earlier than projected.

**Conclusion**

New Diana ISD is engaged in on-going purposeful planning with the intent of developing and defining a sustainable Technology Lending Program with processes and procedures that can be consistently used throughout the entire district with every campus and every age student. Our sustainability plan will reflect the commitment of the school district to continue with efforts to ensure technology resources are available to promote student achievement. New Diana ISD will continue to build community partnerships that can help with the continuation of the Lending Program. New Diana ISD also has a staff member that can work to locate grants that can help secure funding from private foundations for the continuation of these activities. Educating corporate and community organizations about the goals and benefits of the Lending Program will help to secure funds to continue the program after the grant funding ends. Showcasing the program will also enhance our opportunities to educate those in our community. New Diana ISD realizes that the funding from the Technology Lending Grant will end and has plans to ensure that the District Lending Program continues after the grant funding is no longer available.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 230-906	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,655	\$	\$21,655	
Schedule #9	Supplies and Materials (6300)	6300	\$77,800	\$	\$77,800	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$99,455	\$	\$99,455	
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			<b>\$99,455</b>	<b>\$</b>	<b>\$99,455</b>	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$	
	<input type="checkbox"/> Salaries/benefits		<input type="checkbox"/> Other:
	<input type="checkbox"/> Networking (LAN)		<input type="checkbox"/> Other:
	<input type="checkbox"/> Computer/office equipment lease		<input type="checkbox"/> Other:
	<input type="checkbox"/> Building use		<input type="checkbox"/> Other:
	<input type="checkbox"/> Copier/duplication services		<input type="checkbox"/> Other:
	<input type="checkbox"/> Telephone		<input type="checkbox"/> Other:
	<input type="checkbox"/> Administrative		<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Verizon		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: To provide residential internet access for economically disadvantaged students		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$21,655
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$21,655

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 230-906

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-District Number or Vendor ID: 230-906		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>6</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
<b>7</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
<b>8</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$21,655	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$21,655	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$21,655	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>						
County-District Number or Vendor ID: 230-906				Amendment number (for amendments only):		
<b>Expense Item Description</b>						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	<b>Technology Hardware—Not Capitalized</b>					
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>
	1	Tablet devices	Increase student access to digital content	140	\$475	\$77,800
	2	Carts	Charging, storage and syncing devices	2	\$2,500	
	3	Cases	Protection of devices	140	\$45	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$77,800	
<b>Grand total:</b>					<b>\$77,800</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 230-906

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance <input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)	\$
	Specify purpose:	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$
	Specify purpose:	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$
	Specify purpose:	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$
	Specify purpose:	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$
	Specify purpose:	
6429	Actual losses that could have been covered by permissible insurance	\$
6490	Indemnification compensation for loss or damage	\$
6490	Advisory council/committee travel or other expenses	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$
	Specify name and purpose of organization:	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$
	Specify purpose:	
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 230-906			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	
<b>Grand total:</b>				<b>\$</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment: 475****Elementary- 309**  
**Intermediate- 166**

Category	Number	Percentage	Category	Percentage
African American	Elem- 16 Inter- 12	N/A	Attendance rate	Elem- 96.4% Inter- 96.9%
Hispanic	Elem- 37 Inter- 21	N/A	Annual dropout rate (Gr 9-12)	N/A
White	Elem- 234 Inter- 121	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	Elem- 2 Inter- 1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	Elem- 160 Inter- 70	Elem- 51.8% Inter- 42.2%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	Elem- 20 Inter- 6	Elem- 6.5% Inter- 3.6%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	Elem- 0 Inter- 0	Elem- 0% Inter- 0%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					61	86	80								227
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					61	86	80								227

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The Needs Assessment Process:**

The needs assessment process for New Diana ISD is driven by the goals and objectives of the 2013-2018 District Strategic Plan that was developed by staff, parent, and community stakeholders. Committees were formed to create action plans to achieve the goals. To increase student engagement, research has identified the need to change the instructional delivery. District walk-through data provides evidence that over 90% of the time teachers utilize the traditional instructional model. A committee composed of district and campus staff met to discuss the current and proposed plans to increase and improve the ability to provide access to electronic instructional materials for students beyond the school day and school walls. It was determined that a technology lending program was in alignment with 4 of 5 of the objectives within the Strategic Plan and is also an integral component of the District's Technology Plan.

**Identification and Prioritization of Needs:**

In order to identify and prioritize the needs associated with a technology lending program the committee considered information related to the district and community. The research was collected at the district and campus level and was analyzed by the committee. The following information was critical in this process:

- Eligibility Guidelines
- A comparison of New Diana's current state of technology to surrounding school districts
- District's plans for technology
- Student's current access to technology (at school and at home)
- Comparison of current to projected use of electronic instructional materials
- Factors associated with the teacher's current mode of instruction (walk-through data, lesson plans, resources)
- Readiness of teachers, students, parents and community to digitally transition
- District/Campus Demographics
- Community Demographics

Through this process of identifying the topic, data collection, and analysis of the information the committee identified what was needed to be achieved and why. The grant guidelines determined the campuses that would be eligible. The area to focus on was then narrowed by considering which grade level had the greatest need to increase student engagement such as SSI, low achievement, ECD, highest standards to meet, number of subjects tested, and instructional materials schedule. The committee then discussed the factors that existed at each grade level that would facilitate a successful technology lending program such as the amount electronic instructional materials already in use, teacher readiness, parental communication, and existing campus procedures.

Once the committee determined the goals and curriculum aligned, they began to discuss which tools would be appropriate and what equipment would be needed. Information about types of devices, durability, ease of use, age-appropriateness, device management, costs, and compatibility with existing and proposed digital content were all considered in the selection of the electronic devices and supporting equipment.

**Process Review and Assurance of Program Efficacy**

This committee is engaged in on-going purposeful planning with the intent of developing and defining a sustainable technology lending program with processes and procedures that can be consistently used throughout the entire district with every campus and every age student. Data associated with this program will continue to be gathered and evaluated to update or change processes and to measure and document progress.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	New Diana ISD will work to improve overall instruction in grades 3-5 by changing from the current traditional model of instruction to one that integrates use of technology.	<ul style="list-style-type: none"> <li>Allow access to digital content available with new adoption of math and science materials</li> <li>Teachers will be able to expand their teaching and learning strategies with access to electronic materials</li> <li>Curriculum and instruction will include lifelong technology skills along with academic content</li> </ul>
2.	New Diana ISD will work to increase student engagement so that every child can reach his or her highest potential.	<ul style="list-style-type: none"> <li>Devices will create an environment in which the students want to learn</li> <li>Provide educational resources and modes of instruction that will be enhanced by digital content</li> <li>Students can access individualized e-instruction, collaborate, creatively problem solve and provide multiple formats to "show their learning"</li> <li>Devices can assist with bringing out student creativity due to less paper and pencil activities</li> </ul>
3.	New Diana ISD will provide home internet access to economically disadvantaged students that have limited access to technology equipment and to resources because increased access to digital content will benefit these students.	<ul style="list-style-type: none"> <li>Provide anytime, anywhere access to resources, such as instructional content, instructional tools, information, and educational applications</li> <li>Allow students to store their files, get their email, do their homework, etc.</li> <li>Allow at home access to online intervention programs</li> </ul>
4.	New Diana ISD will strive to make our students in grades 3-5 successful and responsible digital citizens in the digital world, now and in the future.	<ul style="list-style-type: none"> <li>Gain acceptance of the mobile learning model by fostering stakeholder understanding of what it means to be a digital citizen, what their digital world looks like, and what digital tools they will be using to learn</li> <li>Assist students in understanding what it means to function and live in this new digital world</li> <li>Instruct students on traditional digital citizenship elements, such as acceptable uses of technology and proper use of social networking sites</li> </ul>
5.	New Diana ISD will strive to personalize learning opportunities for students.	<ul style="list-style-type: none"> <li>Improved assessment and data analysis which will provide students with opportunities to close their own learning gaps</li> <li>Provide instantaneous feedback for teachers and students</li> <li>Allow more access to intervention programs such as Think Through math, Hoodah Math, Mentoring Minds, IStation, RAZZ Kids and A-Z reading</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Curriculum Director	24 years in education, experience encompasses PK – adult education. BSEd in science education, MEd in administration, 14 years classroom teacher, 3 years campus administrator, 3 years regional education specialist, 5 years Curriculum Director, Composite Science 6-12 Certification, PK-12 Mid-management Certification, Superintendent Certification
2.	Technology Director	28 years in education, experience encompasses PK – 12 education. BS in computer science, graduate work in computer science and education, 12 years classroom teacher, 16 years as Director of Technology, 6-12 Computer Information Systems Certification
3.	Director of State and Federal Programs	20 years in education, experience encompasses PK-12 education. Bachelor of Science in Education, MEd in administration, 14 years classroom teacher, 2 years instructional coach, 6 years Instructional Facilitator, 2 years Federal and State Programs Director.
4.	Library Media Specialist	11 years in education, experience encompasses PK-12 education. BS in Journalism and English, Alternate Certification in Elementary Education, MS in Library and Information Science, Certifications include General Elementary Education, ELA (4-8), and School Librarian.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide professional development to teachers to support the use of digital content	1. Teacher Training Module 1 Lending Program Basics	09/08/2014	09/12/2014
		2. Teacher Training Module 2 Overview of Device, Management, Parent Communication	10/16/2014	10/16/2014
		3. Teacher Training Module 3 Instructional Delivery	1/12/2015	1/16/2015
		4. Teacher Training Module 4 Enhancing Instruction	5/25/2015	5/29/2015
		5. TCEA Conference	2/03/2015	02/06/2015
2.	Expand access to instructional resources	1. Purchase devices	10/06/2014	10/31/2014
		2. Devices set up	10/15/2014	01/15/2015
		3. Checkout devices to students	1/26/2015	1/30/2015
		4. Teachers submit budget needs for 2015-2016	05/01/2015	06/01/2015
		5.		
3.	Bridge communication between the school and home	1. Create Instructional Videos	09/15/2014	12/01/2014
		2. Communication/Information Sessions	8/26/2014	12/10/2014
		3. District Resources Packet	08/01/2014	10/01/2014
4.	Facilitate learner-centered and activity-based learning	1. Demonstrate Digital Citizenship Mastery Level	10/01/2014	12/20/2014
		2. Select Apps and other digital content	10/01/2014	6/30/2015
		3. Pre-load apps for activity based learning	10/15/2014	1/15/2015
		4. Utilize apps for collaboration and communication to support learning	1/27/2015	6/30/2015
5.	Program Evaluation	1. Monthly meeting	08/26/2014	06/30/2015
		2. First Interim Progress Report	04/10/2015	04/14/2015
		3. Stakeholder Survey	05/4/2015	5/15/2015
		4. Data Collection for End of Year report	05/04/2015	05/20/2015
		5. Planning meeting for 2015-2016	05/25/2015	05/29/2015

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Strategic Plan's goal to increase student engagement will require changes in current instructional practices in New Diana ISD. The Lending Program, as a component of the district's overall technology plan, will increase access to digital content for students. The written plan includes scheduled and measureable activities that can be evaluated for program efficacy. District and Campus staff involved in the design, implementation, and support of this program has defined the roles, responsibilities and expectations required for success.

**Attainment of the program goals** will be monitored by meeting the scheduled activities that include; providing/completing on-going professional development that address the Technology Lending Program, developing/delivering parent and community information, providing selected resources such as tablets, materials, and planning time, collecting/reviewing data to report factors that indicate change or progress.

**Adjustments in the plan** will be made by comparing three initial perceptions surveys regarding "readiness" and "ability" to follow-up surveys, measuring the difference in the number of students, devices, teachers, subjects, programs using the technology before, during and after, and collecting feedback from classroom observations, campus and district level meetings, parent and community sessions. Committee members will meet regularly determine to revise and to refine the program procedures.

**Communicating changes** about the Technology Lending Program's progress and success will need to be discussed by different stakeholders throughout the District (Curriculum Cadre, Technology Committee, PTO, Strategic Planning Committee, Campus/District Site- Based Committees, and Board Meetings) because it is an integral part of the District Technology Plan. The committee coordinating the Lending Program will have proactive regular communication with participating teachers that will occur initially on a weekly basis in order to provide immediate action for problems and solutions. As implementation transitions to integration the meetings will decrease in duration and frequency. A summative meeting at the end of May will reflect, revise and plan for the next year.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Ongoing, existing efforts** In 2013-2014 the District purchased devices for the elementary library(22), the secondary library(20), the high school science department(20), the secondary special education department(12). Prior to that the middle school and high school had 2 sets of ipods(25), elementary has a minimal number of devices such as mp3 players, tablets, or iPods. These devices are overused, outdated, and need to be replaced. This year the District Media Specialist piloted a lending program at the High School by acquiring iPads and standardizing policies and procedures. The framework that has been established by the library can now expand the Lending Program throughout the district. For 2014-15 the district had committed funds to increase external bandwidth, improve internal wireless access, provide a guest network, provide 30 teacher devices, and to test the infrastructure by piloting in-class digital student learning experiences.

**Coordinating efforts** A BYOL survey conducted in the fall of 2013 helped define our community's readiness to provide personal devices for school use and Internet availability at home. This information was gathered to assess needs, develop a plan for technology, and project a budget. The initial plan included providing increased access to electronic materials by improving our infrastructure, training teachers, and acquiring digital content with each resource adoption (IMAT). Student devices would be on a limited basis until after the second year and require a cooperative effort between the home and school in order to address equity issues. Coordinating efforts will allow the district to expand the Lending Program, accelerate our technology timeline thereby increasing access to digital content.

**Continued Commitment** The district-wide technology initiative is based on a 3-5 year commitment. Beginning the Lending Program with the upper elementary students allows the organization's internal capacity to grow in two directions while increasing the skills of the initial focus group. Solid procedures and processes coupled with simultaneous growth for students and teachers increases ease of implementation which reduces frustration. As participant's (students, teachers, parents, administrators) skills and level understanding increases, so will their ability to overcome obstacles. The design of this program will create results that will continue commitment of all participants and sustain the program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Provide professional development to teachers to support the use of digital content.	1.	100% participation of teachers in all professional development activities
		2.	100% of the teachers meet their technology learning goals (Star Chart)
		3.	50% increase in titles of digital resources used within courses
2.	Expand access to instructional resources.	1.	100% of the students access digital content from home
		2.	50% increase in the at-home hours logged through digital programs
		3.	100% of subjects integrate digital content
3.	Bridge communication between the school and home.	1.	100% Parents attend informational sessions
		2.	85% parents respond to surveys
		3.	100% of students check out device
4.	Facilitate learner-centered and activity-based learning.	1.	50% of walkthrough documentation reflects technology integration
		2.	100% of teachers meet their instructional delivery goals (technology integration)
		3.	100% of students respond to perception surveys
5.	Program Evaluation	1.	100% attendance at progress meetings
		2.	100% of students demonstrate mastery of digital citizenship/Tech Apps
		3.	100% of required activities are completed according to timeline

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection and analysis will be on-going and shared by the following staff members:  
Campus and District Administration will collect attendance by teachers at professional development activities, planning and progress meetings.

District Administration will provide quality surveys at the completion of each Training Module.

Campus Administration will collect parent sign-in sheets to determine attendance.

District Administration will prepare and provide survey access information, participation and results.

District and Campus Administrators will observe and collect walk-through data.

District and Campus Staff will provide a timeline with associated activities for teachers, parents, and students to document the number and percentage of activities completed according to the timeline.

Campus staff will collect reports associated with number of subjects that integrate digital content, number of students who attain mastery, number of students who check out devices, number of home hours, number of students who attain mastery of digital citizenship and Technology Application TEKS.

During Training Modules time will be allocated for grade-level teachers to:

- collaborate to develop technology goals and instructional goals based on student achievement data.
- collaborate to plan activities and select appropriate resources for instruction based on student needs.
- provide information to compare current resources used to final resources used.
- to prepare and schedule students perception surveys

Data will be submitted and shared electronically in order to provide current and easily accessible information to all participants. This process will allow for immediate response to identified problems.

At the year-end meeting the committee will evaluate the program. The committee will include student achievement data to identify changes that would correlate to instructional changes. Activities for the next year will be revised and scheduled.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of New Diana ISD is "to educate and empower students to pursue their goals with a sense of purpose that motivates them to take control of their future and become successful, responsible citizens in an ever-changing world" (Strategic Plan, 2013). One component of fulfilling this mission is to help all of our stakeholders understand that changes to the traditional education model by incorporating mobile learning will help our students understand what it means to function and live in a new digital world. It will be equally important to educate our stakeholders as to what it means to be a digital citizen.

New Diana ISD has been working towards their mobile learning vision for the past couple of years. Many steps have been taken to prepare our district stakeholders for the change associated with implementing new instructional strategies. Mobile learning requires fundamental changes in how instruction is delivered. It is more about providing the educational resources and modes of instruction that will enable mobile devices to be tools in the process. Funding from this grant will enable New Diana ISD to change delivery of instruction.

Grant funding will be used to purchase student devices to help us implement the first stage of our Technology Plan at the Intermediate School. This program will place tablets in the hands of fifth grade students so that the learners will have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week. The implementation of the lending program will transform how teachers teach and how students learn. Students will become producers and evaluators of knowledge, not just consumers. This initiative will empower students to become drivers of their own learning and will connect them with resources, people, ideas, and opportunities far beyond the four walls of the classroom.

Funds from this grant will also allow us to introduce the "take-home" technology program and prepare the third and fourth grade students for this type of learning. A "class set" model in third grade at Robert F. Hunt Elementary and fourth grade at New Diana Intermediate School will be available for students. The teachers will be trained in the processes and procedures required by the lending program. The devices will be available for a class set to use during the day and students will be allowed to check them out to take home in the evenings in order to expand opportunity for learning beyond the regular school day. The campuses will ensure equitable access to the lending equipment by using a prioritization method which will focus on economically disadvantaged students, those with disabilities and those being served in Response to Intervention. The "class set" model will be a critical component in this initiative. It will allow the district to reach out to more staff and students as the new models of instruction are introduced.

Data reveals that an unacceptable amount of students in New Diana ISD do not have access to the Internet once they leave the classroom. Access to the Internet allows students to explore thousands of libraries, databases, museums, etc. Internet access will also provide anytime, anywhere access to resources such as instructional content, instructional tools, educational applications, and intervention programs. Therefore, funds will also be spent to provide Internet access in the homes of economically disadvantaged students that have limited access to these educational resources.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Cohesive use of all technology lending equipment**

New Diana ISD has developed the District Technology Plan that will lead us towards implementation of a Bring Your Own Learning (BYOL) across the district. At the present only 2% of the students enrolled in New Diana ISD have access to devices provided by the school that are available for use at home. All stakeholders agree that an unacceptable amount of students in New Diana ISD do not have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week. Therefore, the necessary steps are being taken to move forth with our goal of getting devices into the hands of students in order to create transformational, digital-age instruction. The funds, services and activities provided by this grant program will be supplemental. In preparation for implementation of BYOL the following steps have been taken by New Diana ISD:

- A survey was conducted in the fall of 2013 to help define our community's readiness to provide personal devices for use at school and home.
- Community input was included in the planning and support for the integration of technology into teaching and learning.
- Data from appraisals and walk-throughs was reviewed and showed over 90% of the time the traditional instructional model was being utilized.
- New Diana ISD administrators participated in a book study to focus efforts on improving student engagement.
- Decision was made for the District Media Specialist to pilot a Lending Program.
- Lending Program policies and procedures were developed.
- A Technology Lending Agreement was written.
- 20 iPads were purchased.
- New Diana ISD committed funds to increase external bandwidth, improve internal wireless access, provide a guest network, and purchase 30 teacher devices
- New Diana purchased electronic instructional materials in multiple foundation curriculum subject areas.

The New Diana ISD sustainability plan reflects the commitment of the school district to continue with efforts to ensure technology resources are available to promote student achievement. Equipment from various funding sources will be used in a cohesive manner to expand the Lending Program so that all of the students in New Diana ISD will have the tools and resources necessary to prepare them to be function and live in a digital world.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Alignment with existing mission**

New Diana ISD has set its mission "to educate and empower students to pursue their goals with a sense of purpose that motivates them to take control of their future and become successful, responsible citizens in an ever-changing world" (Strategic Plan, 2013). Our district believes that a Technology Lending Program would amplify critical thinking, creativity, communication, and collaboration that expands across the learning community in both the educational setting and home in order to meet the needs of today's 21<sup>st</sup> century learners. Technology offers significant opportunities to inspire and facilitate connected and personalized learning experiences as devices can be used for immediate information access, streaming videos, multimedia lessons, productivity tools, and learning applications. With the purchase of mobile devices, our district can integrate technology into the educational setting in a way that enhances traditional curriculum with inquiry based experiences that engage and enrich learning in order for our students to become successful, lifelong learners and perform in the competitive work force.

**Alignment with goals**

The New Diana ISD 2013-2018 Strategic Plan was created by staff, parents and community stakeholders. The Technology Lending Program is in alignment with 4 of 5 of the objectives within the Strategic Plan and is also an integral component of the District Technology Plan.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process for New Diana ISD is driven by the goals and objectives of the 2013-2018 Strategic Plan that was developed by staff, parent, and community stakeholders.

**Identification and Prioritization of Needs:**

In order to identify and prioritize the needs associated with a technology lending program the committee considered information related to the district and community. The research was collected at the district and campus level and was analyzed by the committee. The following information was critical in this process:

- Eligibility Guidelines
- A comparison of New Diana's current state of technology to surrounding school districts
- District's plans for technology
- Student's current access to technology ( at school and at home)
- Comparison of current to projected use of electronic instructional materials
- Factors associated with the teacher's current mode of instruction (walk-through data, lesson plans, resources)
- Readiness of teachers, students, parents and community to digitally transition
- District/Campus Demographics
- Community Demographics

Robert F Hunt Elementary and New Diana Intermediate were chosen as the campuses to participate due to their percentage of economically disadvantaged students. Both of these campuses are Title 1 schools.

Studies have shown that mobile learning programs have been most successful with fourth through sixth grade students and that this age group showed the highest rate of academic improvement. For various reasons, fifth grade was chosen to implement the first stage of our technology initiative. One factor in determining need was based on our STAAR scores. The Intermediate campus scored significantly lower than others and 5<sup>th</sup> grade falls under SSI requirements. We also looked at which campus had a strong technology culture and was forward thinking. It had a principal willing to support this pilot initiative 100%. The principal has a solid relationship with the parent community. This team of teachers have a culture and mindset that embraces technology and innovation.

The third grade at Robert F. Hunt Elementary and fourth grade at New Diana Intermediate were chosen as the grades to implement the "class set" model. The devices will be available for a class set to use during the day and students will be allowed to check them out to take home in the evenings for research, homework, access to intervention materials, etc. The "class set" model will be a critical component in this initiative. It will allow the district to reach out to more staff and students as the new models of instruction are introduced. The campuses will ensure equitable access to the lending equipment by using a prioritization method in selecting students that will receive the devices to take home.

**Student Prioritization Criteria for 3<sup>rd</sup> and 4<sup>th</sup> Grades:**

1. Students with disabilities that also receive free lunch
2. Students with disabilities that receive reduced lunch
3. Students with disabilities that do not receive free or reduced lunch
4. Free lunch students
5. Reduced lunch students
6. Students with no disabilities nor free or reduced lunch students

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The curriculum, instruction, and classroom management consists of sound content and practices but needs to be revised to integrate technology in all areas. The district's past financial difficulties halted all improvements in technology and caused our district to fall significantly behind other school districts. Major barriers (bandwidth and infrastructure) are being budgeted and addressed but the needs still exceed the progress.

The Technology Lending Program will assist the district by allowing access to digital content at home and at school. By providing Internet access and the use of an unshared device the students can continue learning after the school day through flipped lessons, paper-less classrooms, personalized intervention programs, learning games, digital competitions, increased library access, and alternate ways to "show their learning". Homework no longer has to be a textbook and paper. Teachers can design learning experiences that go beyond the school day and the school building.

New Diana ISD's core subjects have used TEKS Resource System as the curriculum management system for the past 8 years. Teachers design lessons that align with the scope and sequence, plan using the instructional focus documents and evaluate students with the unit assessments. Local and state assessment data are entered into DMAC which provides analytic reports. This type of data collection has transformed intervention methods in our school system by providing immediate, detailed, specific data that identifies each child's unique gaps in learning. It allows the teacher to immediately respond by re-designing lessons or providing individualized instruction. Ninety percent of the resources we now use have digital components available but our technology needs (bandwidth, infrastructure, devices) limits access to students and teachers.

Changes are being made in our curriculum that address needs identified from our STAAR results, updated Math TEKS, K-12 Science materials adoption, Response to Intervention, the new graduation requirements and special population data. The District's Curriculum Cadre coordinates the review, re-vision, and evaluation of each subject and program on a scheduled basis. All curriculum re-design is focused on technology integration with the purpose to increase student engagement. The Cadre works with the technology committee and provides implementation advice and assistance.

Curriculum and accelerated instruction are delivered using a variety of resources. Our district's current state of technology is unable to support the needs of the teachers and students to access the digital content to sufficiently teach the TEKS and provide accelerated instruction. Two years ago the district began an initiative to offer AP level instruction to all students by implementing Springboard English Language Arts for grades 6-12; next year 2014-2015 Springboard Mathematics will be added. The students and teachers must have more access to technology in order to deliver the curriculum with fidelity and see gains in student achievement. Istation and Think Through Math were added two years ago for grades 3-8, this past year the principal purchased the PK-2 component and next year will purchase the "at-home" version because of the success of this resource. Our teachers not only are supporting each other in the implementation but are helping teachers in other districts. Web-based products/sites from TEKS Resource System, Houghton Mifflin, Harcourt, Edgenuity, Stemscopes, Science Starters, Mentoring Minds, Lone Star Learning Boards, Razz Kids, Discovery Learning, Hooda Math, Kahn Academy, Quizlet, Dropbox are just a few of the ways teachers are meeting students' needs.

Our district has had great success with the online testing of students for STAAR EOC, SOA and TELPAS. This spring our system has reached capacity. The ability for all students to practice and experience online testing with local assessments, state provided tutorials, and other platforms is also limited and yet we realize that our students will need this skill to be successful in life as they pursue college and careers opportunities. Our current bandwidth, infrastructure and hardware limits will not allow us to expand this process for our students. Our district is implementing online tools recommended through TEA's Dyslexia Technology Plan. Many of these tools require providing the student with a device and additional time at home for the student and the parent to work with the tool. Providing the online tools for special populations requires Internet access and unshared devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic materials are currently used in every foundation subject area and in every grade level. Elective courses also have electronic materials. Current resources all have digital components. Teachers have been creative and flexible in sharing the small amount of technology available and have to rely heavily on paper based instruction. Individual classrooms have a limited number of student computers, mp3 players, tablets, and iPods. Twenty three of 80 classrooms have interactive white boards. The elementary has one computer lab with 25 computers for 300 students. The Intermediate has one computer lab with 25 computers for 140 students. The Middle School has 1 computer lab with 25 computers for 240 students. The High School has 3 computer labs with no more than 20 computers each, but only one can be scheduled by teachers for classroom activities. Our barriers to digital content are not associated with the amount of available material but are caused by limited internet access and an inadequate number of devices for students.

The materials that were reviewed in this last adoption for Math, Science, and Technology Applications all vendors had more online than paper components. The teachers also noticed that the online components had been developed to a greater extent and are higher quality than the paper components. Staff has been cognizant of technical requirements and work with our Technology Director to research the compatibility of the different resources.

Throughout the District teachers are using the multiple components supplied or cited through TEKS Resource System, resources included with textbook adoptions (Springboard ELA, Houghton Mifflin, Harcourt), and digital services purchased through the Education Service Center. When a campus and/or teacher plans to supplement their instruction with digital resources they must consider how it aligns with the district's curriculum and if the existing technology structure can support the activity or program.

The following are some of the supplemental resources the teachers in the district use; Edgenuity, Stemscopes, Science Starters, Mentoring Minds, Aimsweb, Lone Star Learning Boards, Raz Kids, Discovery Learning, Hooda Math, Khan Academy, Istation, Think Through Math, Quizlet, Dropbox, Pinterest, YouTube, Skype, QR codes, video production, etc.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers that will be responsible for the first phase of the Technology Lending Program will be required to participate in 4 training modules. All of these modules will be delivered face to face. The first module will be delivered early fall and provide an overview of program procedures, requirements and expectations. In late fall, Module 2 will focus on curriculum revision, operation of the devices, classroom management and parent communication. Module 3 will be delivered at the beginning of the second semester. Teachers will collaborate on lesson design and instructional delivery specific to the devices. At the end of the year teachers will complete Module 4 that will reflect upon the program and prepare for the next school year. External and internal consultants will assist in this delivering series of professional development. The district has been working with Region 7 ESC Technology Specialists to identify and provide the needed training. Teachers and the committee will also be expected to attend regularly scheduled meetings through-out the first phase in order to identify needs, provide solutions and support.

Additional online professional development opportunities have been identified and are being scheduled for next year. These opportunities will be accessible for ALL staff and topics are aligned with the District Technology Plan. These sessions are intended to increase the staff "readiness" to shift from traditional instruction to digital instruction. The information will include evidence that supports the correlation between student engagement, digital learning, and student achievement and provide ideas for how to incorporate tools into their lessons.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each component of technology in the District has been evaluated by internal staff and external consultants within the past two years to identify needs. Improvements needed were prioritized, budgeted, and scheduled to prepare for the curricular needs required by technology integration. Updates in technology are being systematically added in order to support BYOL throughout the entire district within 3 years. The Lending Program (devices and WiFi) initially will introduce and enable teachers and students to integrate digital learning. As the plan progresses to BYOL across the district, it will be the complementary component that provides equitable resources to students who do not have personal devices for learning. The following information from the technology analysis report describes the current state and the scheduled updates:

*"The current wireless infrastructure at New Diana ISD was implemented approximately 7 years ago. The district has coverage throughout every building with an access point residing 1 every other classroom. This technology consists of 802.11g access points connecting to a 10/100 MB switch. The maximum speed of the AP's is 54 MB. The density of this infrastructure does not meet the demands of current technology devices and limits the number of devices as well as the integration of technology."*

*"Two years ago, the district started planning for a more robust wireless network to support the current and future demand. A wireless upgrade will be installed in July 2014 and implemented for the 2014-2015 school year. 802.11ac Access Points will be placed in every classroom. They will connect to Gigabit switches. This will allow for a connection of approximately 80 devices per access point. In addition the district bandwidth will be upgraded from a 20 MG connection to a 50 MG connection. A dedicated guest network will be established in the summer of 2014."*

The improvements to our infrastructure will allow for safe, secure and equitable access to students as they integrate technology into the learning process.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

New Diana ISD believes it is critical for all learners to have access to relevant technologies, tools, resources and services for individualized instruction 24 hours a day/7 days a week. Therefore, the district explored several options for providing Internet access to homes of economically disadvantaged students. Diana is a unique area as they do not have a dedicated phone exchange for DSL service. The district boundaries are very rural and the Internet service available to students within the district varies greatly. While the school is located in the AT&T phone service area, AT&T does not provide any Internet access. Etex Telephone Coop. is the ISP for New Diana ISD. Etex can provide residential service for students that reside in the Etex telephone service area. That service area only covers half of the district's boundaries. Further research indicated that the best option for our students would be Verizon's service/agreement for school districts. Verizon will provide a "My-fi" device free of charge and the students will have unlimited Internet access. Verizon offered a discounted price of \$37.99 per month and there will be no installation charges, no activation charges and no required contract. The "my-fi" will allow any device to connect to the 4G Verizon service and the "My-fi" will be mobile.

The district has planned to support parents and implementation by providing on-site parent training sessions, technical guides, how-to videos and home visits if necessary.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support for the lending program will consist of internal and external resources.

Internally, the district is supported by two full-time technical staff members. Each campus also has a technology liaison and a media specialist to support instructional integration. The liaisons are available to students and teachers throughout the day to assist with technical issues. Library media specialists are available to students and staff members throughout the day to guide instructional use of technology. Teachers will receive training through the professional development modules and teachers will provide training to students. Computer classes on the campuses selected to begin the lending program will focus on the technical aspects of the devices. Proficiency with the devices and depth of instruction will expand as the students advance from grade to grade.

There are multiple external consultants that are specific to different components of technology. The technology director is the primary contact with Verizon and Etex. The mobile WiFi devices will be purchased through Verizon. Verizon has committed to working with the school in order to identify dead spots and troubleshoot any connection problems. Etex is the Internet provider for the school district and has been working with the technology director throughout the entire upgrade process. Etex has worked with the district to analyze usage and to make the needed increase in bandwidth. Etex is also committed to the district by serving on the Career and Technical Education Advisory Committee. Both of these companies have a vested interest in this project and are committed to its success. Region VII Education Service Center has been contracted to provide professional development, to help with integration, networking services, and troubleshooting of any technical issues. Infrastructure updates are being completed by Virtual Communications.

The implementation for the focus groups can be fully supported by the current resources and yet allows time to build capacity into the system as it expands.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Check-out and check-in process**

The District Media Specialist will primarily be responsible for managing the lending of the devices. The District Media Specialist will manage the circulation and distribution of content of the devices. The equipment will be marked with one barcode with the school district's name for inventory purposes while another barcode will be used to scan for circulation in the library management system. The equipment's serial number, product type, and purchasing information will be stored in the inventory tracking system as well as the library management system.

**Distribution:**

Fifth grade students will receive their devices at the beginning of the semester and will return at the end of the school year. Fourth and third grade students will have access to devices on a rotational basis as needed. It may be necessary to take up all of the devices on a rotating schedule to perform system updates and maintenance.

**Student Prioritization Criteria:**

1. Students with disabilities that also receive free lunch
2. Students with disabilities that receive reduced lunch
3. Students with disabilities that do not receive free or reduced lunch
4. Free lunch students
5. Reduced lunch students
6. Students with no disabilities nor free or reduced lunch students

**Maintenance:**

Students are directed to report any problems with the devices immediately to the teacher. The teachers will troubleshoot the device and track the occurrences of problems. Any problems that cannot be fixed with a soft or hard reset of the device or system update will be sent to the Technology Department for further troubleshooting or sent back to the manufacturer for warranty work. The student will be provided with an alternate means of gaining access to digital content (loaning a different device or peer sharing).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 230-906

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Management:** The District Media Specialist will be responsible for managing the circulation and distribution of the devices by training teachers in the required procedures for checking out the devices. The equipment will be marked with one barcode with the school district's name for inventory purposes while another barcode will be used to scan for circulation in the library management system. The equipment's serial number, product type, and purchasing information will be stored in the inventory tracking system as well as the library management system.

**Lending Agreement:** Parents must sign a technology lending agreement before devices can be distributed.

**Distribution:** Fifth grade students will receive their devices at the beginning of the semester and will return at the end of the school year. Fourth and third grade students will have access to devices on a rotational basis as needed. It may be necessary to take up all of the devices on a rotating schedule to perform system updates and maintenance.

**Collaboration:** The Media Specialist will work with teachers on a weekly basis to evaluate the program, discuss any adjustments that need to take place, application and/or device glitches, and requests for application downloads.

**Maintenance:** Students and parents will be directed to report any problems with the devices immediately to the classroom teacher. The teachers will report problems to the Media Specialist and technology department who will troubleshoot the device and track the occurrences of problems. Any problems that cannot be fixed with a soft or hard reset of the device or system update will be sent to the technology department for further troubleshooting or sent back to the manufacturer for warranty work. The student will be provided with an alternate means of gaining access to digital content (loaning a different device or peer sharing).

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Lending Agreement:** New Diana ISD currently has a lending agreement in place. Parents and students must sign a technology lending agreement before devices can be distributed. The agreement will be distributed to all third, fourth, and fifth grade students. Each campus will host an informational meeting for parents explaining the educational purpose for a Lending Program. The meeting will also provide an overview the lending program initiative including the responsible use of technology. Students will receive instruction in Digital Citizenship and grade level Technology Applications during the first semester so that they can show mastery before the devices are distributed. All forms must be signed and returned to school in order to be considered for participation.

The major sections of the lending agreement address the following:

- Responsible Use and general precautions
- Taking care of the devices
- Carrying the devices
- Screen care
- Student Responsibilities
- Responsible use of Internet
- Student activities that are strictly prohibited
- Student Discipline
- Protecting and storing devices
- Repairing or replacing devices
- Student Pledge

In order to comply with the Children's Internet Protection Act (CIPA), New Diana ISD has adopted and implemented an Acceptable Use Policy to address student safety.

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